

Acceptability of Learning Guides for Teacher Education Field Study Courses

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Abstract The study determined the acceptability and utilization issues of the developed learning guides (LG) in Field Study 5 (Learning Assessment Strategies) and Field Study 6 (On Becoming a Teacher). This paper utilized a descriptive research design using non-parametric and thematic analyses. The data were collected from two sets of respondents in two non-consecutive school years, using a survey questionnaire and an unstructured interview guide. Results showed that the LG for the two subjects were above acceptable in relation to the criteria on target competency, learning plan, assessment, and technical aspects. Moreover, utilization issues were identified for future improvement of the LGs. The study recommends that the Field Study Learning Guide (FSLG) be officially used by the College and by other Teacher Education Institutions (TEI) in the province.

Keywords: *acceptability, field study, learning guides, teacher education, Sorsogon*

Introduction

Field study courses are built around the experiential learning framework. Experiential learning is a holistic philosophy of education grounded on the idea that an individual's life experiences are the fundamental means of acquiring knowledge and are substantial in the learning and understanding of new knowledge (Salandanan, 2012).

Experiential learning places learning as an unceasing process to which one brings his knowledge, ideas, thoughts, beliefs, opinions, and practices at a multi-level. Accordingly, this process provides insights that may change students' understanding and interpretation of the theory (Cooper, Orrell & Bowden, 2010). The transformative process of experiential learning shows that it can complement the instructional modalities and support a tailor-fit approach to higher education settings that advocate student learning in a variety of contexts.

Experiential learning in higher education is often found in apprenticeship, internship, on-the-job training, field studies, or practice-teaching courses. For this reason, universities have developed experiential learning programs to equip students with skills and attitudes necessary for community involvement and to address real-world problems (Austin & Rust, 2015).

In the Philippines, the teacher education (TEd) curriculum includes Experiential Learning Courses (ELC). It contains six one-unit Field Study (FS) courses prerequisite to the six-unit Practice Teaching (PT) course (CMO No. 30, 2004). However, the ELC was changed to two three-unit courses of FS in 2017 before students can proceed with the six-unit PT (CMO No. 74 and 75). Despite these changes, the coverage and competencies for the ELC remained the same. It still provides the student-teachers opportunities to personally observe and reflect on how professional teachers conduct classroom activities.

These FS courses expose students to various types of school settings, which are facilitated through mentoring to prepare them for practice teaching. In the study of Wilson (2011), it was explained that the use of the experiential learning model in the wide spectrum of disciplines and experiential learning courses provide students the opportunity to apply prior knowledge and review real examples set in a worldly framework. Moreover, they could be more involved physically with real situations in the field. The said idea finds ally from McCabe (2011) who agreed that while it is true that these students may acquire learnings from engaging with the actual environment, they still need explicit help and direction with how to learn the content, skills or the most essential competencies in these experiential learning courses. Furthermore, Kandamby (2018) discussed that one way to really prepare the students is by providing them learning guides or materials that can complement and support their experiential learning.

In the Philippines, the Experiential Learning Courses (ELC) handbook of the Teacher Education Council (TEC) is designed to guide the cooperating FS and the pre-service teachers in the implementation of ELC. It includes the prototype syllabi and the suggested activity sheets for FS1 to FS6 of the teacher education curriculum. Aside from this handbook, there are also commercially-made FS course materials sold in bookstores that serve the same purpose. Those materials were used by the students and the faculty of the college in their field study courses, but later created issues on its usage, as discussed in the study of Janer, Deri, and Marbella (2016). The same authors were prompted to develop the FS learning guides (FSLG) for the college in response to the issues on fairness to students in terms of cost, level of difficulty, time needed for the completion of outputs, scarcity of activities, assessment, and unappealing layout of the FS materials. In addition, Tomlinson (2011) explained that those guides were differentiated from the other

existing FSLG available in bookstores as they considered the novelty, variety, attractive presentation, appealing content, and achievable challenge to impact student learning.

Hence, this study aimed to determine the acceptability level and utilization issues of the FSLG in *Learning Assessment Strategies* (FS5) and *On Becoming a Teacher* (FS6) courses, as perceived by the users. The same criteria of acceptability used by Janer, Deri, and Marbella (2016) such as the target competency, learning plan, assessment, and the technical aspect are also applied in this paper.

Purposes of the Research

Generally, this study determined the perceptions of teachers and students on the level of acceptability and utilization issues of the learning guides in FS5 and FS6. They are experiential subjects in the teacher education curriculum. Specifically, this paper intended to (1) describe the acceptability level of the LG in FS5 and FS6; (2) determine the difference in the perceptions of the sets of respondents regarding the acceptability of the two LG based on target competency, learning plan, assessment, technical aspect; (3) and describe the utilization issues.

Methodology

This study adopted a descriptive design to find out the level of acceptability and utilization issues of the LG in *Learning Assessment Strategies* (FS5) and *On Becoming a Teacher* (FS6). Each LG has 10 worksheets, sequentially arranged according to the level of complexity of the activities. The researchers conducted a survey on the acceptability along the four elements and gathered feedback from both teachers and students on the utilization of the learning guides. The

four elements include target competency which refers to the objectives of each learning guide; the learning plan which covers the distinct tasks that the students need to engage in and perform in FS sessions; the assessment which tackles the activities that gauge student's learning through the process of reflection; and lastly, the technical aspect which talks about the aesthetics of the learning guide such as type-setting, color combination and the general appearance or character of the material.

Moreover, series of unstructured interviews were also conducted to substantiate the responses from the survey questionnaires. The researchers considered two school years with a 4-year gap for consistency and validity purposes. The two terms helped the researchers evaluate the accuracy of perceptions regardless of the time difference and batch of respondents.

Participants

The participants in the study were clustered into two groups and two school years. The first group for the SY 2014-2015 was composed of 112 respondents, with 12 teachers and 100 students. For the SY 2018-2019, the second group was a composition of 140 respondents (four teachers and 136 fourth year students). The students who used the LG were randomly selected based on an appropriate sample size using Slovin's formula, while teachers were purposively selected utilizing total enumeration.

The researchers conducted the first survey in SY 2014-2015 and the second survey in SY 2018-2019 to determine the perception of the new sets of respondents. The fourth-year students were selected as the respondents during the second survey because there were no 3rd-year students enrolled due to the newly launched K to 12 Basic Education Curriculum. This explains the non-enrollment of new students in the college for two consecutive academic years. Likewise, only four teachers

handled FS5 and FS6 in school year 2018-2019 hence, they are the only representatives from the faculty.

An informed consent form (ICF) from the college's research office was provided to every respondent, in both groups and in both school years. Those respondents who refused to participate in the study were replaced with those who consented to meet the required sample size. For ethical reasons, the real identity of the respondents was not disclosed. The names mentioned in this paper are entirely pseudonyms.

Instrument

The authors used the FSLG and a two-part survey questionnaire as instruments of the study. The questionnaire was used to elicit information and feedback from teachers and students who used the college's developed FS5 and FS6 learning guides during their experiential learning courses. The survey instrument was adopted from the previous studies on ELC courses of Janer, Deri, and Marbella (2016). The first part of the questionnaire requires the perception of the respondents on the level of acceptability of the LG with reference to the four elements. The second portion of the questionnaire is an open-ended question that necessitates answers from the respondents about the issues on the use of the LG.

To ensure instrument validity, the researchers conducted a dry-run of the survey instrument among the teachers and students in a private teacher education institution in the province of Sorsogon. Cronbach's alpha shows that the questionnaire reached an acceptable coefficient of $\alpha = .81 \geq .70$, rated as acceptable (Cortina, 1993).

The FSLGs are composed of 10 worksheets and were crafted in ways that encouraged minimum guidance from teachers or independence in learning. The LG intended for FS5 course titled *Learning Assessment Strategies* aimed

to help students with assessment or evaluation plans as well as in the construction and utilization of differentiated assessment tools. It also provides experiential learning aspect to validate the theories and concepts learned in subjects titled Assessment of Student Learning 1 and 2 in the curriculum.

On the same manner, the FS6 LG titled, *On Becoming a Teacher*, was designed to complement the professional education subject called 'The Teaching Profession'. It provides students with opportunities to bring about real-life and vicarious experiences of a prospective teacher focusing on teacher characteristics both as a person and as a professional.

The two learning guides include the prototype syllabi of the courses with sample learning tasks. They also contain rubrics to inform students on how their work would be evaluated. The guides have colored matrices, boxes, notes, and ample space where students could write their reflections and post pictures or illustrations relative to the reflection, impressions, or insights into the learning tasks. At the teachers' end, they served as assessment and feedback instruments and for the students, a portfolio when accomplished.

Data Collection and Analysis

The first data collection was conducted in the second semester of school year 2014-2015, while the second data collection was in SY 2018-2019 with a 75% and 66% retrieval rates respectively. The same set of survey questionnaires was utilized in those terms. During the first school year, the researchers administered the survey questionnaire to third-year students and to teachers who made use of the college's developed FS5 and FS6 LG.

For the school year 2018-2019, the researchers administered the survey to fourth-year students in coordination with their professional education teachers. For those fourth-year students who were on practice teaching,

their social media accounts were utilized to conduct the survey. Meanwhile, the unstructured interview was randomly conducted in both school years from among the participants during their vacant time. However, practice teachers were interviewed using their social media accounts.

The researchers tallied, organized, and presented the data through tables. The use of weighted mean (WM) determined the level of acceptability of the two LG through a five-point Likert scale described as very much acceptable (VMA), much acceptable (MA), acceptable (A), less acceptable (LA), and least acceptable (LeA). For brevity, these acronyms were used in the Results and Discussion. Furthermore, the chi-square test for homogeneity determined if the perceptions of the participants (students and teachers) on the acceptability of the LG differed significantly.

For the utilization issues, the authors summarized the comments provided by the respondents in the open-ended questions and unstructured interviews. The students' observations and feedback on the LG that were expressed in Filipino or the vernacular, were translated to English. Consequently, these responses were qualitatively analyzed using the thematic analysis approach.

Results and Discussion

This section presents the level of acceptability of the LG based on the four elements. It also identifies certain issues on its use.

Level of Acceptability of the LG in Field Study 5 and Field Study 6

The level of acceptability of the guides grounded on the four elements establishes the framework of analysis of this

paper. The WM was used to analyze and describe the data for the two FSLGs.

Field Study 5. Table 1 shows that the respondents rated the FSLG 5 within the higher scale of acceptability on all the four elements in the two school years. Both the teachers and the students agreed that the FS learning guide is very much acceptable in SY 2014-2015 and much acceptable in SY 2018-2019.

Table 1.

Level of acceptability of FS5 learning guide.

Elements	SY 2014-2015			SY 2018-2019		
	Level of Acceptability (WM)			Level of Acceptability (WM)		
	Teachers	Students	Overall	Teachers	Students	Overall
Target Competency	4.75 ^a	4.58 ^a	4.67 ^a	4.50 ^a	4.07 ^b	4.29 ^b
						(1.078) ^c
Learning Plan	4.78 ^a	4.48 ^b	4.63 ^a	4.00 ^b	4.22 ^b	4.11 ^b
			(2.228) ^c			
Assessment	4.81 ^a	4.54 ^a	4.68 ^a	4.75 ^a	4.10 ^b	4.30 ^b
						(1.674) ^c
Technical Aspect	4.90 ^a	4.53 ^a	4.72 ^a	4.00 ^b	4.24 ^b	4.12 ^b

^a Very much acceptable (VMA)

^b Much acceptable (MA)

^c Chi-square value not significant at $\alpha = .05$, $\chi^2_{.05} = 5.99$ with $df = 2$

Table 1 also reveals that target competency, assessment, and technical aspect were rated VMA by the students and teachers in SY 2014-2015. However, in the case of the learning plan, only the teachers perceived it as VMA while students perceived it as MA. Nevertheless, these differences in perceptions were found to be statistically

not significant. This result suggests that the respondents' perception on this element is VMA and connotes that specific activities in the worksheets were clearly and logically presented and are comprehensive.

Similarly, in SY 2018-2019, the learning plan and technical aspect were rated MA by the respondents. However, teachers perceived the target competency and assessment elements of the LG to be VMA while the students perceived it as MA. Nonetheless, the difference in their perceptions is statistically not significant in terms of target competency and assessment. These analyses imply that the perceptions of the respondents are in accord and suggest that both elements are MA. The result signifies that the LG is aligned with the national competency-based teacher standard framework as mentioned in the study of Janer, Deri, and Marbella (2016) since all the elements in both school years are above the acceptable scale. This framework promotes critical thinking, strategies, and new teaching practices in helping students learn the desired curriculum objectives. These objectives provided the essential knowledge and skills for the course and reflected the use of higher-order thinking skills. Moreover, they reconcile with the learning tasks that are appropriately sequenced to commence from simple to complex (Khalil & Elkhider, 2016).

These findings were supported by participant responses. One of the respondents, Ace said, *Ang guidelines para sa FS ay maayos. Tapos ang activities ay from simple to complex. Systematic ang order kaya mas madali para saamona iaccomplish ang FS.* (The FS guide is well organized. The activities in the worksheets range from the basic topics to complex. They are systematically arranged, providing ease to us (students) in accomplishing the FS.).

Likewise, the findings imply similar idea from Janer, Deri, and Marbella (2016) that the activities provided in the

guides were found to be motivating and engaging and were built on prior knowledge. The first worksheet reflected these characteristics of the LG since it made use of experiential learning tasks to help students in answering the questions. According to Bill, *Nag-eejoy kami sa mga activities kasi malinaw ang instructions, kaya as a result nagiging creative and open-minded kami.*” (We enjoy activities because of clear instructions. As a result, we became creative and open-minded.). The statements also reflect that students not only experienced and observed first-hand, but were also motivated to analyze and record to ensure understanding and imbibe salient observations required of them. This means that the activities provided opportunities for independent learning with minor help from the teacher. Accordingly, the LG promoted metacognition and supported self-regulated learning since the challenging activities encourage students to reflect, think, and rethink (Khalil & Elkhider, 2016).

Anchored on the theory of constructivism, worksheet numbers 7 and 8 expected students to inquire from at least three teachers about their experiences in using authentic materials. These activities required students to infer from teachers their personal experiences. Students were tasked to reflect on others’ experiences to come up with a realization based on the second question in the activity. Likewise, worksheet 2 prompted students to determine the purpose of assessment tools used by their cooperating teachers. According to Celine, *Magayon ang activities kasi, dili inicoconsider an students na wara ki aram. everyone is able to perform and reflect their experiences using the FS guide. Especially dahil idto na tool, hinahayaan kami na matuto base sa mga experiences namon.* (These are good activities since they do not classify the learner as a blank slate [tabula rasa]. It let students learn by example and practice independence as well as experiential learning. The learner adjusts only his mental model to accommodate newly constructed information.).

The respondents also perceived assessment to be acceptable, which suggests that assessment activities in the worksheets are aligned with the objectives and gauged student's learning through reflection. They also found instructions to be explicit and provided them with opportunities for creativity and self-expression. These assessment activities were reflected in worksheet 6, which focused on the opinions of students.

Worksheet 9 was concerned with the views of the teacher that may validate students' answers in worksheet 6. This is supported by the idea of Samala (2018) who discussed that the approaches in the learning guides should be spiral. It means that the guides should cater the students' previous experiences or knowledge, pave an avenue to encounter a new one, help reflect on it, and finally adjust and reconstruct from their previous knowledge. Accordingly, students find their ideas from complexity and develop increasingly powerful abilities to integrate new information.

Finally, the respondents rated LG's technical aspect to be above acceptable. This means that the overall visual appearance of the LG was sufficient for the respondents. According to Dina, *Very user friendly at madali ang pagFS5 kung magamit kang format ng learning guide. Makukulay an font at background niya. Then ang concept ng white space didto is naappreciate ko nan dili makulog sa mata kaya magayon pagkitaon.*" (The learning guide is very user-friendly which makes FS5 easy. It has colorful font and background. I appreciate the concept of white space which does not hurt my eyes and the portfolio is nice to look at.). Similarly, one FS teacher gave the same observation that the learning guide was appealing and easy to use. Both remarks imply that the visual appearance or packaging of the materials met the standards of the respondents. They believed that the visual elements of the materials were

adequate and sufficient. The materials encouraged patronage and boost end-user’s retention.

Field Study 6. Table 2 tells that the perception of the respondents on the four elements is *above acceptable* levels in the two school years. It implies their satisfaction with the learning guides.

Table 2.

Level of Acceptability of FS6 Learning Guide.

Elements	SY 2014-2015			SY 2018-2019		
	Level of Acceptability (WM)			Level of Acceptability (WM)		
	Teachers	Students	Overall	Teachers	Students	Overall
Target Competency	4.77 ^a	4.63 ^a	4.70 ^a	4.45 ^b	4.24 ^b	4.35 ^b
Learning Plan	4.81 ^a	4.65 ^a	4.73 ^a	4.25 ^b	4.13 ^b	4.19 ^b
Assessment	4.91 ^a	4.64 ^a	4.78 ^a	4.58 ^a	4.13 ^b	4.36 ^b
						(1.317) ^c
Technical Aspect	4.90 ^a	4.76 ^a	4.83 ^a	4.33 ^b	4.25 ^b	4.29 ^b

^a Very much acceptable (VMA)

^b Much acceptable (MA)

^c Chi-square value not significant at $\alpha=.05$, $\chi^2_{.05} = 5.99$ with $df= 2$

Tables 2 also shows that all four elements were rated VMA by the students and teachers in SY 2014-2015. However, in SY 2018-2019, assessment was rated VMA by the teachers while students rated it as MA. The difference in ratings was statistically tested and revealed that the perceptions of the respondents are not significant. Thus, this result reflects that the respondents still displayed parallel opinions on assessment, which is MA.

It can be noted in Table 2 that the technical aspect has the highest WM in SY 2014-2015. It can be traced to the idea that instructional materials are primarily tested in terms of their physical appearance following their content. This finding is supported by Fennel (2015) who indicated that the layout artist possesses the expertise in harmonizing all the elements of the LG, which connotes that the basic principles and the ingredients of graphic design were achieved. Furthermore, the LG is visually effective, especially when people expressed positive feelings about visuals because they found it easy to perceive and process. In the case of assessment, the construct has the highest WM in SY 2018-2019.

The respondents were convinced that the assessment part was adequate and substantial although the student may feel the difficulty with the assessment part and may have taken it negatively. This is one of the negative comments from the respondents who consider that the reflection part in the FS is very specific and may affect their contextualization. Amy commented, *Sa reflection part san FS Guide, ang mga hapot is dapat very specific, para mas natatabangan kami sa pagprocess ki mga information hence mas madali intindihon sa part namon. Kapag arog sadto, mas makatao kami ki kumpletong simbag tapos paliwanag kasi бага contextualized sya para samo.*” (In the reflection part of the FS guide, questions may be made more specific to help learners process information better thus, produce more comprehensive and elaborate answers.).

Reflection writing as assessment was perceived by the teachers to be adequate, appropriate, and encouraging. It measured the amount of learning gained by the students in the FS course. Janer (2013) stressed the importance of assessment skills of the teachers in order to measure the effectiveness of the teaching-learning process. Meanwhile, the target competency shows that there was a flaw along

with the stated objectives vis-à-vis the learning plan. Bryan said, *dapat updated ang mga gawain. ang mga questions ay walang kahulugan at wala sa principles of teaching* (..the worksheets need updating; the questions are irrelevant and there are no underlying principles of teaching.). In like manner, Candice's remarks that the learning plan also illuminates the flaw. Her words are, *"Para sako, medyo mapagal sabuton ang isusurat sa first and second activity kasi halos parehas lang ang answer na hinahagad. Mas madali sana kung ang 2nd activity ay nakafocus sa interview na dai nasagutan or magfocus nalang sa mga bagong simbag sa interview."* (In my personal opinion, I found it confusing on what to write in the first and second worksheets because they require similar information. It may be easier if the second activity focuses on the questions during the interview that were not answered or focus on new responses.).

Based on the preceding discussions, it implies that the researchers need to do some revisions of the learning guides. As Aceron and Arellano (2018) commented, ambiguity of ideas may be avoided if only the relevant issues on the use of teaching materials will be considered. It also deemed important to revisit, reconstruct, re-validate the activities, and consider the various principles of teaching in the preparation of learning guides.

In a nutshell, the two FSLGs both received higher acceptable rating, despite the fact, that the data were gathered from two different school years. The data from the said terms were also numerically and adjectivally different. The reason for this result may be traced from the respective times when the data collections were made. The first group of respondents during the SY 2014-2015 rated the LG right after the completion of their FS course. The second group of respondents during the SY 2018-2019 were exposed twice to the LG, during their third and fourth year. Hence,

it can be considered that the ratings were affected by prior exposure to the material and the maturity of the student respondents.

Furthermore, the results imply that the other group of respondents may have been influenced by the evolution of ideas and practices, where they get fresh and richer ideas from various opportunities. Accordingly, early adults show flexibility in their thought patterns and understand that there is multitude of methods to address a problem (All Psychology Careers, 2019). The assimilation of the said ideas leads to their critical judgment on the processes involved in the instructional materials, specifically the learning guides.

In conclusion, the two LGs (FS5 and FS6) achieved a high *acceptable* rating to be utilized as instructional materials (IM) in the college. According to Lucas and Corpuz (2011), new learning is facilitated by social interaction with authentic learning tasks. The use of the learning guides grants the students the autonomy to create a meaningful understanding of concepts and features. Consequently, it aims to pave a genuine learning experience through a constant interaction of students with their cooperating teachers. Likewise, it allows the students in field study courses to frame and reorganize their prior knowledge with the new ones. As Kolb and Kolb (2011) mentioned, learners should be centered on reflection and gained experiences to define a holistic learning space. Both FS5 and FS6 learning guides serve as tools that link the actions of the students to their actual exposure to teaching and learning environment.

Utilization Issues on the LG

This section examines and analyzes the utilization issues on the LG as identified by the respondents.

Table 3 provides the identified issues on objectives, time allotment and examples in the learning plan for SY 2014-2015, while instructions and activities are the issues raised in SY 2018-2019. Accordingly, the teachers observed that the two guides have limited, selective, and simple objectives on the target competencies while students considered it sufficient. Based on the observations of the respondents, the results may conform to the WM of the target competency yielded in both school years that appeared to be third highest in the older school year and second highest in the latest. An extensive review on this aspect should be carried out to address the issue (Aceron & Arellano, 2018). Similarly, the problem of complexity of the learning plan is also worth considering as it also affects the time of completion of the tasks in the worksheets composing the LG. It can be noted that it has the lowest WM among the elements considered in both school years. In addition, careful review of the objectives shall be considered alongside the learning tasks vis-a-vis the FS course descriptions and competencies to include those skills that may have been neglected or omitted.

Table 3.

Issues on the utilization of the LG

Utilization Issues	Observations
<u>SY 2014-2015</u>	
Objectives	Limited, selective, and simple objectives specified in the two LGs
Time allotment	Insufficiency of time allotted to answer the 10 worksheets in the two LGs
Number of examples in the learning plan	Limited number of examples provided in the learning plan in both LGs
<u>SY 2018-2019</u>	
Instructions	Difficult to understand; not clear; confusing
Activities	Difficult to accomplish; poorly constructed; broad scope

In terms of time insufficiency in the completion of the guide, there may be factors contributory to the completion of a task that varies from one individual to another. Some students said that the quantity of time allotted to complete the guide was inadequate. The results of the interview with the respondents elucidated the idea that the submission schedule of the accomplished LG varied from one teacher to another teacher. Some teachers required submission of the LG output right after the FS session while others are either considerate or lenient by allowing their students' submissions on or after the 10th week. As Nasrullah and Khan (2015) discussed, time management on both the teachers and students in the implementation of the FS course should be observed and practiced correctly. Accordingly, to prevent the issue, the authors may include the estimated completion time per worksheet to approximate the submission timeline.

The issue on limited number of examples given in the learning plan was common in the two LGs. The students noticed that the examples given were insufficient. This finding implies that the students may have limited knowledge of the concepts and theories in *Assessment of Student Learning 1 and 2* and *The Teaching Profession* subjects. It may be considered that the authors may have failed to include appropriate samples that may support the need of the FS students.

Meanwhile, the instructions and activities are the common themes that surfaced after the coding of responses of the respondents in SY 2018-2019. The researchers revisited the LG to check the vagueness of instructions as claimed by the respondents. In the previous study of Janer, Deri, and Marbella (2016), they asserted that the instructions were too wordy. The learning guide was difficult to comprehend and sent out different interpretations. Moreover, grammar errors were found out and some of the instructions to the students were not specific, which then contributed to the difficulty of

the activities.

In the study of Khalil and Elkhider, (2016), they emphasized the issue on the activities, which is centered on the excessive use of interview task as reference in answering the worksheets. It is noteworthy that the FSLGs should promote higher-order thinking skills that enables understanding and analysis. Thus, it should be supported with activities that require self-regulated learning. They added that these activities should be given in variety of ways to encourage students to reflect, think, and rethink and to sustain their interest.

In summary, the LGs had plenty of room for improvement. The utilization issues such as insufficiency of objectives, time allotment to complete the task, examples in the learning plan, activities, and instructions identified by the users are constructive inputs in the improvement of the LG. It is supported by Smart and Jagannathan (2018) who mentioned that quality learning materials can compensate for disabling factors and may enhance learning. In addition, as Ghauth and Abdullah (2010) stated, learning materials must be made suitable to the present conditions of the changing times to respond to the different needs of its users.

Conclusions and Recommendations

The study determined the acceptability level of the LGs in FS5 and FS6 as perceived by the teachers and students on target competency, learning plan, assessment, and technical aspect. It also described its utilization issues.

Based on the findings, the two learning guides were generally acceptable in all four criteria. These high levels of acceptability in two school years imply that the LGs are still sufficient to serve its purpose. The LGs have met the needs of

the target population despite some utilization issues that need immediate attention. On the other hand, the non-identical perceptions of the respondents in the two school years suggest that the guides need upgrading or enhancement based on the anticipated and experienced dimensions of learning and level *of maturity* of its users. The relevance of the guides should be examined from time to time to keep these guides attuned with the changing environmental context.

While it is true that the notion of acceptability is not a sufficient condition of effectiveness, however, it is considered necessary in the evaluation, design, enhancement, and implementation of the developed FSLGs. It also assumes that the users' perspective on the content, context, and quality of the guides have implications on their high acceptability rating on the FSLGs though this remains inconclusive. Nevertheless, the acceptability level result in this study serves as reference to further improve the learning guides to enable the students achieve the competencies catered by the FS courses.

The study recommends that further investigation focusing on the impact and effectiveness of the materials be conducted. Evaluating the performance of the users of the guide with respect to the desired learning outcomes that are defined in field study courses may add strength to the result of the study. Gauging the effectiveness of these guides in field study courses may ascertain the quality of learning they provide to their users. Meanwhile, the opportunities of adopting and reproducing the LGs by the College and by other Teacher Education Institutions (TEI) in the province may be possible. Furthermore, similar study in the future may consider combining the effectiveness and acceptability of the developed material using a wider scope.



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